

Grange Primary School – 3-year strategic plan

Quality of education

A high-quality curriculum which meets the needs of all of the pupils at Grange, ensuring children gain skills, knowledge and language, enriched through a range of experiences in order for them to achieve and be successful.

Behaviour and attitudes

An inclusive environment which allows all pupils to thrive. Pupils are independent learners and have highly positive attitudes to their learning. Staff know the children well and ensure their success.

Personal development

An ethos in which pupils' extensive personal development is promoted. Pupils have access to a wide, rich set of experiences which are embedded throughout all aspects of school life to enable pupils to succeed.

Leadership and management

A clear and ambitious vision for providing high-quality education to all pupils. Strong shared values, policies and practice, highly-effective professional development of staff and strong governance ensure the school's lasting success.

Strategic priority	What we already do well	2023-24	2024-25	2025-26
Quality of education				
A high-quality curriculum which meets the needs of all of the pupils at Grange, ensuring children gain skills, knowledge and language, enriched through a range of experiences in order for them to achieve and be successful.	<ul style="list-style-type: none"> Bespoke English and Maths schemes are fully embedded across the school. Outcomes are above the national and local averages for the expected and greater depth standards. Foundation subject schemes are in place for all subjects. Progression has been mapped out to ensure full coverage of skills and knowledge. Schemes have been carefully selected, taking account of our pupils and their experiences and are underpinned by the school's core values. 	Embed foundation schemes of work and implementing consistency with vocabulary.	Fully review curriculum cycles A and B, implement any changes needed.	Ensure children are able to fully apply and build upon knowledge, skills and vocabulary.
	<ul style="list-style-type: none"> Writing and grammar is taught consistently across the school. Outcomes are above national average Little Wandle phonics is fully embedded in EYFS and KS1 and is delivered to a high-standard. This has been validated by the English hub. Outcomes are above the national average. (Prior to 2019 a phonics 	Implement a new scheme of work for spelling.	Review success of new spelling scheme and making changes where necessary.	Embed spelling scheme so that it is applied across all areas of the curriculum. A targeted approach fully in place for early

	<p>scheme was not in place, leading to extensive gaps in children's phonics and spelling knowledge.)</p>	<p>Introduce phonics catch-up groups for targeted children in KS2.</p>	<p>Reviewing impact of phonics intervention groups.</p>	<p>identification and catch-up by the end of year 3.</p>
	<ul style="list-style-type: none"> • A stimulating curriculum is in place. Launch days have been introduced to immerse the children in their new topic. • Trips and events have taken place each term linked to the learning. • There have been some successful whole-school subject days. • Children have taken part in some extra workshops and events. 	<p>Implement trips/visits for each year group each half term and enhance launch days at the start of each unit.</p>	<p>Explore further opportunities for enhancing all areas of the curriculum (authors, Now Press Play, workshops, online events etc.).</p>	<p>Subject leaders have full ownership and the curriculum is fully enhanced with a range of experiences.</p>
	<ul style="list-style-type: none"> • Using the Ordinarily Available framework, school has begun working on scaffolding. Teachers have had introductory training with focused subject-specific training to follow. • An action plan is in place with clear objectives, and the SENCo will work in collaboration with the IP and EP on delivering best practice. (e.g. creating a resource bank, sharing best practice, whole-school training). 	<p>Develop classroom practice to ensure that all pupils are able to access learning independently.</p>	<p>Reviewing and sharing good practice. Identifying additional training needs.</p>	<p>Embedding good practice.</p>
	<ul style="list-style-type: none"> • One-planning procedures have been reviewed through consultancy to ensure effective target setting and monitoring and best practice. • The SEN register has been reviewed and includes a watch list to track all pupils. 	<p>Barriers to learning are identified and effective provision and one-planning is put in place.</p>	<p>Effective monitoring of provision and one-planning.</p>	<p>Embedding school practice.</p>
	<ul style="list-style-type: none"> • Pupil outcomes in all key stages are above national and local averages. • Key stage 2 outcomes are significantly above the national average and pupil progress is good. • PiXL assessments are carried out termly and assessment data is compared to other schools nationally. • In upper school data is effectively used to inform teaching. 	<p>Assessment systems (PiXL) are established and consistent across the school. Assessment data informs interventions led by assessment lead.</p>	<p>Effective CPD, coaching and development of teachers on interpreting assessment data and setting appropriate interventions.</p>	<p>Full meaningful use of interventions and therapies on PiXL are integrated within everyday practice, led by the teachers' in-depth knowledge of their pupils.</p>

	<ul style="list-style-type: none"> Interventions take place across the whole school (though is not yet fully linked with assessment gap analysis). 			
	<ul style="list-style-type: none"> GLD is above local and national averages. The environment has been developed, adopting the curiosity approach. The EYFS lead is well-positioned to make further improvements. The curriculum has been fully mapped out, ensuring all areas of the EYFS curriculum are covered and characteristics of effective learning are interwoven. 	Develop early years provision to ensure that the planning, continuous provision and learning environment promote effective learning.	Further develop early years provision by making good use of the outdoor classroom.	Enhance early years provision by introducing forest schools.
Behaviour and attitudes				
<p>An inclusive environment which allows all pupils to thrive. Pupils are independent learners and have highly positive attitudes to their learning. Staff know the children well and ensure their success.</p>	<ul style="list-style-type: none"> Attendance is above national average. Pupils are punctual. The Inclusion Lead has developed systems and procedures, and works with the admin assistant to monitor attendance daily. The school seeks advice from the local authority on attendance issues. Parents, governors and staff were consulted on the attendance policy. Attendance leads across the Wickford schools meet termly to share practice. 	Maintain good levels of attendance through following all school policies and procedures.	Continue to review and amend attendance procedures and practice, as required and based on best practice.	
	<ul style="list-style-type: none"> At the end of the 22/23 academic year, persistent absence, though still high, was better than the national and local averages. FFT is now been used to compare and track real-time attendance data against other schools. 	Develop and implement monitoring procedures and strategies to reduce the level of persistent absence.	Review the impact of approaches to reducing persistent absence.	Embed practice for reducing persistent absence.
	<ul style="list-style-type: none"> Success is celebrated through HT awards, merit badges, reading tokens, house points, postcards home. Awards are shared in assembly and in the newsletter. The Good to be Green system is used in classes to enable children to regulate their behaviour. 	Implement consistency in approaches to managing behaviour, celebrating success and understanding and overcoming barriers to learning. Provide high-	Review procedures and ensure that all new staff receive training on the school's approach.	Embed and further develop, as required and based on best practice.

	<ul style="list-style-type: none"> • The Inclusion team support pupils and families in managing behaviour. • Specialist provision is in place such as counselling and Smart Minds youth support. • Personalised consistent management plans and or behaviour monitoring charts are in place. • All staff have received TPP training (though this will be revisited by sourcing high quality external training) • Support staff and middays have received initial high-quality behaviour management training led by CSS. (All staff to receive this training and further support / training to be provided). 	<p>quality training to all staff.</p>		
	<ul style="list-style-type: none"> • This year trips / events have been mapped out for each half-term rather than just term. • Launch days have been introduced to hook children into their topic. • Subject days have taken place in maths, science and reading. • Opportunities have been created for visitors to school. This is particularly for assemblies such as Kung Fu, Reverend Sue, Music Man, 2 John's etc. • Enhancement of the curriculum through in-school workshops etc has been budgeted. 	<p>Promote highly-positive attitudes to learning by enhancing the curriculum and wider curriculum – launch days, trips, events, workshops, NPP etc</p>	<p>Introduce whole school / phase challenges and events – spelling bee, poetry slam, science challenge, maths competition etc</p>	<p>Ensure all aspects of enhancing the curriculum and wider curriculum are seamlessly incorporated into school life and is constantly evolving.</p>
	<ul style="list-style-type: none"> • Learning now accurately meets the needs of pupils in class. • Challenges are set within core subjects to further extend pupils' learning. • The school values aim promote children's independence and love of learning. • Children are given the opportunity to check their work, edit and improve. • In upper school, children are beginning to identify their next steps. • 	<p>Pupils encouraged and facilitated to take risks in their learning and to work independently.</p>	<p>Pupils encouraged and facilitated to evaluate their work and set own targets and next steps.</p>	<p>Whole school 'no hands' approach trialled and developed.</p>

Personal development

<p>An ethos in which pupils' extensive personal development is promoted. Pupils have access to a wide, rich set of experiences which are embedded throughout all aspects of school life to enable pupils to succeed.</p>	<ul style="list-style-type: none"> A set of school values has been introduced in consultation with pupils, staff and families. The values of determination, co-operation and imagination alongside the school's motto of 'Strive Towards Excellence' is linked to all areas of school life. These are celebrated in assemblies and the newsletter. Pupils display the British values of tolerance, democracy, rule of law and mutual respect and opportunities for doing so are part of the curriculum and wider curriculum. 	<p>Create an understanding of British Values and how they relate to their lives and own values.</p>	<p>Make meaningful links to all areas of the curriculum and pupils' experiences.</p>	<p>Ensure that British and own values are an integral part</p>
	<ul style="list-style-type: none"> Year 6 children take on additional roles and responsibilities – prefects, eco warriors, librarians, subject ambassadors. Subject days have taken place in science, maths and reading with some input from the subject ambassadors. The librarian role has been well-established with the children taking ownership of the library. 	<p>Subject leaders work with ambassadors and provides them with opportunities / responsibilities.</p>	<p>Pupil subject ambassadors plan an event / day as part of their role.</p>	<p>Children take full ownership of their roles and responsibilities and present to SLT and governors</p>
	<ul style="list-style-type: none"> The curriculum is tailored to the needs of the pupils at Grange. Opportunities are sought to expose pupils to more experiences (such as Young Voices, going on the train to London, Show Racism the Red Card). High-quality trips and immersive experiences are woven into the curriculum to ensure the children are fully engaged with their learning. 	<p>Develop the school council and introduce the UNICEF 'Rights respecting school' award.</p>	<p>Implement the actions from the plan to develop practice, adopting the ethos of the UNICEF rights of a child.</p>	<p>Become a UNICEF 'Rights respecting school'.</p>

Leadership and management

<p>A clear and ambitious vision for providing high-quality education to all pupils. Strong</p>	<ul style="list-style-type: none"> All SEND procedures have been reviewed through SEND consultancy to ensure current best practice is used. This includes the identification of pupils for the SEND register, accurate target setting and a watch list of pupils. 	<p>Following a review of school systems and procedures for SEND, best practice is developed across the school.</p>	<p>Monitor, review and embed systems, adapting where appropriate and based on best practice.</p>
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<p>shared values, policies and practice, highly-effective professional development of staff and strong governance ensure the school's lasting success.</p>	<ul style="list-style-type: none"> Through work with the Inclusion partner and the Educational Psychologist, a bespoke CPD plan for all staff has been arranged 			
	<ul style="list-style-type: none"> All staff have access to the National College to source their own CPD, which covers aspects such as quality of education, safeguarding, wellbeing, subject leadership etc. English, Maths, Phonics leaders are highly-effective in supporting / training staff in their areas of expertise. The school is part of the English and Maths hubs offering high quality CPD and support. As a PiXL school, there is a wide range of CPD opportunities particularly in the leadership of assessment. The school is supportive of staff undertaking national qualifications e.g NPQs, NASEN, HLTA status etc. 	<p>Audit staff training needs for all aspects of CPD (e.g. subject-specific, behaviour management, future leadership etc.)</p>	<p>Review the impact of the training on pupil outcomes and how it informs development of other staff.</p>	<p>Forward-plan individual staff development based on the needs and succession of the school.</p>
	<ul style="list-style-type: none"> Following the school's successful Ofsted and good grading, leaders have capacity to support other schools. The school is part of the Wickford partnership, where headteachers and deputy heads hold meetings and collaborate on best practice (e.g. attendance and moderation) and take part in events. As part of the local SCITT, the school has a trainee teacher and also hosts both the primary and secondary SCITTs for school visits. The headteacher is actively involved with the SCITT, having interviewed prospective students. As part of the English and Maths hubs, leaders share practice. Collaboration with 	<p>Senior leaders support other schools and play an active role in teacher training.</p>	<p>Subject leaders have opportunities to collaborate with those in other schools.</p>	<p>Senior teachers (subject leaders, SENCo) share their practice as experts.</p>